



Foxdell Primary School: Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Foxdell Primary School
Number of pupils in school	551
Proportion (%) of pupil premium eligible pupils	26.86% (148 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date this statement was reviewed	September 2022
Date on which it will be reviewed next	September 2023
Statement authorised by	Rohila Nisar, Headteacher
Pupil premium lead	Damith Bandara, Deputy Headteacher
Governor / Trustee lead	Attiyyah Khan, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£204, 980
Recovery premium funding allocation this academic year	£21, 460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£79749
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set*
- act early to intervene at the point need is identified*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*
- provide a range of experiences to enrich pupils' cultural capital*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident throughout KS1 and, in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Internal data for the end of KS1 in 2021 for Writing was -9.3 for disadvantaged pupils compared to non disadvantaged

	Maths was -14.7 for disadvantaged pupils compared to non disadvantaged
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 11 pupils (4 of whom are pupil premium) on the SEN register have SEMH needs, in addition there are children who need support due to family situations or difficulties in school. 13 children (7 of whom are pupil premium) receive 1:1 support through Thrive sessions with Thrive trained practitioners. 5 children (5 of whom are pupil premium) receive 1:1 support through Drawing and Talking sessions. 23 pupils receive support in small groups through our lunchtime Aspire club.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance is a concern for all pupils including disadvantaged pupils. Persistent absenteeism is also high. Our assessments and observations indicate that absenteeism is negatively impacting pupils' progress.</p>
7	<p>Our assessments, observations and discussions with pupils and families have identified that a significant proportion have English as an additional language. These challenges particularly affect disadvantaged pupils, including their attainment; school data shows that 69.8% of our pupil premium have English as an additional language and 11.3% have SEND. 7.5% have EAL and SEND.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school,	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

particularly our disadvantaged pupils.	· a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved attainment across all subjects for disadvantaged pupils with EAL and SEND.	KS1 reading and maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.

Activity in this academic year 2022-23

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 60000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop staff knowledge of planning and assessment within the curriculum through consultancy support. This includes progression of skills, developing writing strategies, reading assessment.</p> <p>Continued staff training for both teachers and teaching assistants (TAs) in house and through courses.</p>	<p>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes.</p> <p>We want all pupils, including those eligible for the pupil premium grant, to benefit from high quality, first teaching. Staff will receive CPD throughout the year, for example, on growth mindset, with the desired impact that it will improve attainment for disadvantaged pupils.</p>	1, 2, 3, 7
<p>Purchase of standardised diagnostic assessments (White Rose Mathematics, Big Cat Reading).</p> <ul style="list-style-type: none"> • NFER Assessment materials. <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Purchase of Read Write Inc to secure stronger phonics teaching for all pupils.</p> <ul style="list-style-type: none"> • Accelerated Reader to be reviewed and reinvigorated across Key Stage 2 • Whole Class Guided Reading approach to be adopted across KS2 to enable effective delivery of high quality whole class shared reading sessions and feedback to improve learning. • Particular focus on small group children in receipt of pupil premium funding not making progress in reading - RWI Groups 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Embed the Bug Club reading resource to ensure all pupils have access to rich texts at home.	Short regular sessions additional to usual teaching. EEF has found that on average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	1, 2, 7
Purchase of a programme to improve listening, narrative and vocabulary skills for all pupils who are new to English or have SEND (Learning Village, SeeSaw, Elklan). <ul style="list-style-type: none">• Learning Village subscription• SeeSAW Subscription	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £60000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (additional TA) <ul style="list-style-type: none">• FreshStart support for children that are not making the progress and now in KS2.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2

Continue to develop English skills for disadvantaged pupils through intervention with a specialist EAL support.	A high proportion of children enter school with very limited speaking and listening skills and many of our mid-year new starters have limited or no English. All children will have access to the Learning Village to support them with basic English language skills.	1, 2, 4
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <ul style="list-style-type: none"> National Tutoring support for both KS1&2 starting in Spring Term. 	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £150719

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by the Thrive Approach, Emotional Wellbeing Officer, Drawing and Talking, Lunchtime ASPIRE opportunity.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4, 5
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and continue to implement procedures.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

(Purchase of rewards, EWO time)		
Provide opportunities to access activities and experiences: subsidised trips, extra curricular clubs (including breakfast club), daily milk, uniform, stationary packs, one high quality text per term)	Research shows that pupils taking part in extracurricular activities have a greater sense of self-worth, develop stronger social skills and become more resilient learners. Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £289549

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Academic Outcomes and Impact

Standardised end of Key Stage 2 assessments (2021-22) indicate that by the end of their time with us all pupils, particularly the disadvantaged pupils, are working broadly in line with their peers.

PUPIL PREMIUM						
	EXS+			GDS		
	School all	School PP	Diff	School all	School PP	Diff
R/W/M	62%	52%	-10%	5%	0%	-5%
Maths	72%	69%	-3%	25%	21%	-4%
Reading	77%	76%	-1%	35%	29%	-6%
GPS	76%	69%	-7%	41%	34%	-7%
Writing	65%	55%	-10%	6%	0%	-6%

The internal Key Stage 1 data (2021-22) shows that gaps between pupil premium and all pupils have narrowed. Disadvantaged pupils are working above or broadly in line with their peers. However, the overall academic impact in Key Stage 1 will be slower to be realised with improvement anticipated in the 2022-23 data. This can be seen in internal data which shows the Key Stage 1 data (2022-23) currently tracking R/W/M combined at 44% (52% PP).

Pupil Premium						
	EXS+			GDS		
	School all	School PP	Diff	School all	School PP	Diff
R/W/M	37%	33%	-4%	7%	9%	+2%
Maths	49%	47%	-2%	11%	14%	+3%
Reading	49%	43%	-6%	14%	14%	0%
Writing	27%	38%	+11%	13%	19%	+6%

As is evident in the data for both Key Stage 1 and 2, challenges 1, 2 and 7 (as identified earlier in this document) are still impacting the outcomes for these pupils. This will continue to be an area of focus for Pupil Premium funding moving forward.

The Year 1 Phonics Screening Check also showed a closing of the gap between pupil premium and all. 33% of all pupils passed whilst 32% of Pupil Premium passes (gap -1%). The introduction of the Read Write Inc programme was part way through the academic year of 2021-22 and we are anticipating, reflected in tracking data, seeing an increased impact of this in the PSC year on year.

The Early Years GLD shows a difference between all pupils and pupil premium. However, the high mobility of the Reception cohort means this is not a true assessment of the pupils who were with us from September as the PP numbers double throughout the course of the year (Sept 11 children, July 20children).

Pupil Premium		
GLD		
School all	School PP	Diff
33%	10.5%	-22.5%

Social, Emotional and Wellbeing Outcomes and Impact

Following the various lock downs, the return to school was a smooth transition for all children. The emotional wellbeing officer worked with key pupils to support their emotional needs and build positive relationships with families and the community. These connections ensured families received signposts to appropriate support positively and their engagement was higher than previous years (e.g. CAMHs).

Internal interventions included Thrive, ASPIRE and Drawing and Talking. We increased the number of practitioners across the school and this allowed more pupils to benefit from emotional support giving them the strategies to emotionally regulate themselves.

Attendance for Summer 2022 for pupil premium was 90.63% which is broadly in line with non pupil premium at 92% (previous attendance data not accessible due to school merge). The EWO provided early intervention in the form of letters, meetings, home visits and calls to parents resulting in..

Every child, from Reception to Year 6, accessed extra curricular activities throughout the year. All children engaged with at least one external visit/trip to broaden their experiences. Pupil premium children were all provided with free breakfast club access to ensure no children began the day hungry. All pupil premium also had access to free after school clubs (including Boxing, Football, cooking, music). This improved behaviour within the classroom and around the school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc	Read Write Inc
White Rose Mathematics	White Rose
Accelerated Reader	Renaissance